

The Classical Outlook

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HIGH SCHOOL LATIN TODAY

By CHARLOTTE STERNBERG
Julia Richman High School, New York City

THE TEACHER OF LATIN, particularly of first-year Latin, must be not only a teacher, but a salesman as well. I never appreciated this fact so keenly until I taught an English class last year, and realized what a comfortable feeling it is to know that every student in the school must take your subject. Today this necessity for salesmanship is intensified to the nth degree. On all sides distinguished educational authorities say that the study of the liberal arts must be dropped for the duration of the war—and first and foremost they mention Latin. Harry Hopkins said that the curtailment of Latin is an inevitable accompaniment of all-out war—in an article in the *Readers' Digest* which every student can buy for fifteen cents! We may even say that "a man's enemies shall be those of his own household," when the Educational Policies Commission of the N. E. A. recommends that the teaching of the classics be limited to the very few who will use these languages in scholarly pursuits, and the Commission's permanent secretary says flatly that the teaching of Latin as a language should be discontinued at once and for the duration of the war as a high-school subject.

We all know what a catastrophe this would be. There would be a generation trained only in some narrow technical specialty, with none of the broad perspective and wide understanding so essential if any approach to a solution of the seemingly insoluble problems of the post-war period is to be made. Suspending the study of the classics now would be helping our enemies destroy western culture.

How can we, as individual teachers, combat all this in the classroom? We must make the students realize that Latin is not dead, and we must make them enjoy their study of Latin.

In the first lesson of the first term, as many other teachers do, I show that Latin is by no means a dead language, because of

her daughters, the Romance languages (and I have the pupils name them specifically), and her foster-daughter, English. Further, I try to make the pupils see the importance to us today of the conquest of western Europe by Rome, and the complete Romanization of the civilization and languages of western Europe. I show how this Romanized culture was then carried, centuries later, to America. We must give our students some conception of the continuing and vital influence of Latin today in our way of thought, cultural background, and literature—all of it so ingrained and taken for granted that we do not realize its presence. To Catholic students the fact that Latin is a living language is obvious, because of their familiarity with it in church ritual.

Then, we must try at all times to draw parallels to current events in the stories read in our first-year book. For example, the story of the Trojan Horse is very fruitful in this respect. Most of our students know the term as it is used now, and the story can be made the basis for a little discussion of the need for unity and oneness of purpose against the enemy. Any mention of Carthage can be used to remind the class that this part of the world is again one of the world's battlefields, where our own men are fighting. Leonidas and the Three Hundred not only exemplify the valor of the Greeks, as dauntless today as in ancient times, but symbolize the heroism of brave men everywhere, refusing to yield no matter how hopeless the odds, selling their lives dearly. Thermopylae and Bataan are of the same immortal company. When we read the story of Thermopylae I told the class of the company of soldiers in Maxwell

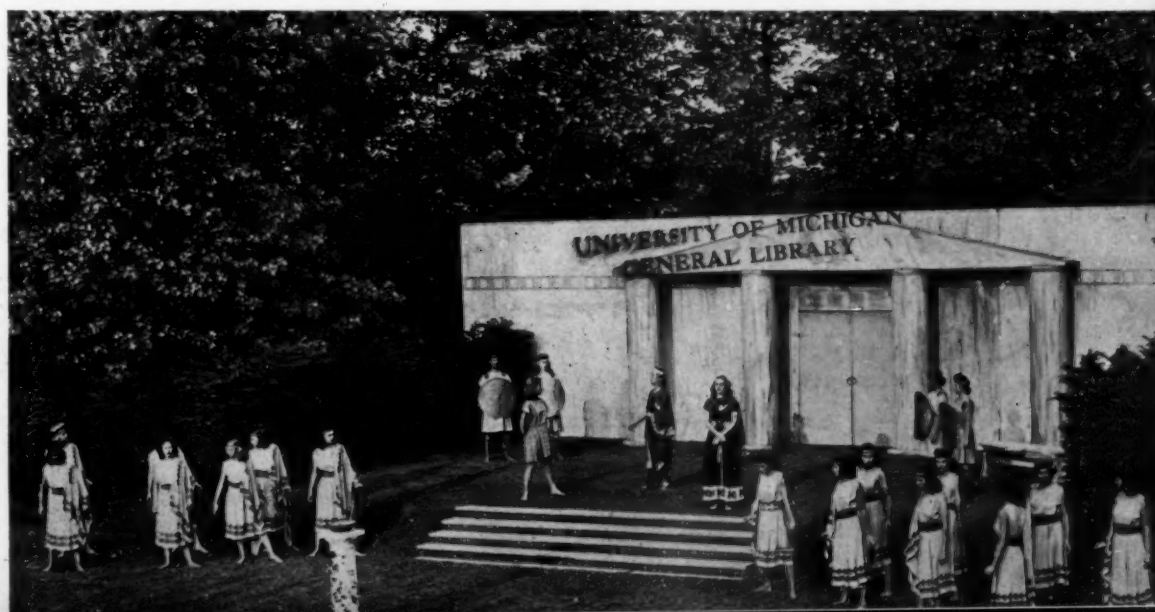
Anderson's play, "The Eve of St. Mark," who voluntarily, by vote, decided to stay behind to fight a hopeless rear-guard action that would injure and delay the enemy and give their comrades more of a chance to escape. These men were spiritual kin to the Three Hundred. Marathon and Salamis also exemplify the defiance of a small nation against the hordes of tyranny.

Brutus, the consul who condemned his own sons to death when they plotted to overthrow the government, illustrates devotion to country, rising above all personal considerations. Cincinnatus leaving his plow reminds us of Washington and Jefferson, who longed all their lives to retire to a peaceful farm life on their respective estates, but were forced, against their personal inclinations, to spend their lives in public service because their country needed them. We could also mention in this connection the Society of the Cincinnati, formed after the Revolution.

Derivation and word study are of course of first importance in showing the vitality of Latin. What used to be a handicap to us is now a tremendous advantage—viz., the fact that so much of our Latin vocabulary is military in tone. Naturally, we watch for all new English words, military or otherwise, which are of Latin origin. I also try to elicit related words in modern foreign languages being studied in school or spoken at home.

Bulletin boards are useful in maintaining interest, if they are kept up to date. I make a point of reading aloud to the class any new clipping brought in by pupils. This flatters them a little and is an incentive to further contributions. For reports, both oral and written, on Roman life, I choose only topics in which pupils

THE "ANTIGONE" OF SOPHOCLES AT CEDAR CREST COLLEGE, ALLENTOWN, PA.
Courtesy of Cedar Crest College



would have some interest—such as the family, the education of children, dress, the position of woman in Roman society.

But we still are teaching Latin as a *language*. The power to read Latin is still one of our objectives, and to attain it a certain amount of drudgery is inevitable. We have reduced the required essentials to an irreducible minimum, but the pupils still must know principal parts and declensions and conjugations; and if they are to have the power to read Latin with any enjoyment they must know them so thoroughly that they are almost second nature. This means, no matter how sugar-coated, drill and drill and drill.

Let us face another fact. As more and more students come to us from activity program schools, we shall have students who know absolutely nothing of formal grammar. We may think that those we have now know little, but at least they have heard of some of the grammatical terms. To the new pupils every term and concept of formal grammar will have to be taught as something entirely new and strange. Further, these will be boys and girls with little or no experience in the type of mental discipline involved in the necessity for memorization and for exact and accurate knowledge. They may balk and become resentful. We can't say, "They must take it and like it." If they don't like it, they won't take it! All I can offer as a solution is that we should so judiciously combine the cultural background material, derivation, and word study with the necessary work on forms and translation that every lesson as a whole will be enjoyable and interesting, and will advance the pupil a degree farther in his knowledge of the Latin language. This is a tough assignment for a period of from forty to forty-five minutes in length, but it *can* be accomplished.

One thing more is essential—that the teacher himself or herself truly love Latin, and have an honest and sincere enthusiasm for it, which years of coping with the uses of the perfect passive participle have not been able to quell. The pupils will sense and appreciate sincere enthusiasm, and many (not all, but many) will wish to share in it. This feeling communicates itself. And if we can engender enthusiasm in our pupils, the battle, so far as they are concerned, is won.



ADVICE TO A DEBTOR

(MARTIAL II, 13)

Both the judge and your counsel, Sextus, seek you.

My advice is to pay those men who pique you.

—Ensign Jane Dettinger, USNR.

THE MARINE HYMN

Translated by ARTHUR WINFRED HODGMAN
The Ohio State University

(NOTE: This is the first stanza of Professor Hodgman's translation into Latin of "From the Halls of Montezuma." The complete hymn in Latin may be obtained from the Service Bureau for Classical Teachers. See below, page 10.)

Ab aulis Montezumae
Tripolis ad litora
Pro patria contendimus
Caelo mari ac terra.
Iusta, libera tutamur,
Et honesti vivimus.
Claro nomine gaudemus:
Quippe classici sumus!

THE CLASSICAL WAR FRONT

By B. L. ULLMAN
University of Chicago

ALL READERS OF THE CLASSICAL OUTLOOK have received copies of the pamphlet, "Why Latin and Greek Should Not Be Discontinued In Our Schools," which grew out of a statement of the Educational Policies Commission of the National Education Association. The League distributed 16,000 free copies to its mailing list of teachers of the classics. Five thousand more have, at this writing, been bought and distributed by teachers. Some college teachers have sent copies to their colleagues. One high-school teacher, Mrs. Burton of Toledo, bought 250 and sent copies to parents whose names were furnished by her pupils, and to such persons as Mr. Harry Hopkins, Mr. Paul McNutt, and Gov. Bricker. She also sent one to the editor of The Toledo Blade and got him to write a fine editorial around it (June 9), in which he quoted at length from the pamphlet. Why don't you use similar methods in your community? Please write me what you are doing and what results you have had. School and Society gave the pamphlet some good publicity (June 12). The Des Moines Register (June 13) devoted two columns to quotations from it, illustrating with pictures of Wallace, Willkie, Lippmann, and Rutledge. The American Association of Junior Colleges called attention to the pamphlet in its Wartime Letter No. 23. The Classical Association of New England and the New York Classical Club each contributed twenty-five dollars toward the expense of printing and distributing the pamphlet, and a number of individuals contributed lesser amounts. Reader, why don't you send a dollar or two or five

for our war chest, or get others to do so?

Ex-Senator George Wharton Pepper of Pennsylvania, a member of the American Classical League, made this comment in sending a check for the war chest:

"Language consciousness and a capacity for abstract thinking are essentials of a liberal education. To stimulate language consciousness I know of no effective substitute for Latin and Greek. My experience and observation convince me that the study of these two languages (and especially Greek) supplies the best foundation for the effective use of English. In the field of law I am certain that (almost without exception) the best briefs are written by men with classical training. I am equally sure that Acts of Congress would be more intelligible and less doubtful in meaning if their draftsmen had been trained to use words with the same loving care that a musician gives to his chosen instrument."

A number of teachers have complained about the Victory Corps, a plan for the high schools initiated by the United States Office of Education. Through the enterprise of Miss Lawler, editor of THE CLASSICAL OUTLOOK, we have the following statement from Commissioner of Education J. W. Studebaker, with authorization to publish:

"It is not the intention of the United States Office of Education to embark upon a crusade against any group of subjects in the curriculum. In so far as curricular suggestions are made in the High School Victory Corps Pamphlet No. 1, they are made without prejudice toward any particular subjects.

"The demands being made upon the high schools for pre-induction training for the armed forces and for preparatory training for war work in war industries does, of course, accentuate a problem which has long existed, namely, that of competition for time in pupil programs of study by various subjects. As always, the problem narrows down to one of guidance of individual students in the selection of studies most suitable in terms of their interests, aptitudes, and probable educational and occupational futures. While the war continues the occupation of military service will be that of some 75% to 80% of the boys being graduated from the high schools. The curricular suggestions in the High School Victory Corps pamphlet necessarily take this fact into account. Those suggestions do not, however, preclude the possibility that some of the boys preparing for service in the armed forces might still find it possible to take four years of Latin or Greek in high school if they so desire."

Most of the Victory Corps programs require one subject out of four in each year (two in the third year). For the most part this subject is mathematics.

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Prof McCartney
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This department is designed as a clearing-house of ideas for classroom teachers. Teachers of Latin and Greek are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.

AGAIN LATIN NAMES

Miss Callie McWhirter, of the Junior High School, Athens, Georgia, writes:

"Each year I make an assignment to the effect that each student is to find the derivation and meaning of his name (all his names if possible), and also the Latin equivalent of his name or names. On the appointed day each student gets up, tells what language his name comes from, and what the name means. Then he tells us what his name would be in Latin. From then on we call one another in Latin class by our Roman names.

"Sometimes certain names lead to amusing and interesting Latin equivalents. We called one boy, whose name was Emmett, 'Formica.' Another, named Gay, became 'Hilaris.' The best we could do for a girl named Colleen was 'Puella.' Myself the students call 'Magistra Caledonia.'"

"A STAMP STAMPEDE"

Miss Harriet Echnach, of the Sterling Township (Illinois) High School, writes:

"Promoting the sale of war bonds and stamps has become an important part of the activities of the Latin Club of our high school. One afternoon we presented a tea dance, appropriately entitled 'The Stamp Stampede.' Each person who attended the dance was required to buy at least one defense stamp at the door. Phonograph records provided the music. In addition to novelty dances, there was a floor show, consisting of clever skits inspired by classical themes. Miss Elizabeth Joiner helped in the plans for the affair."

LATIN HEADLINES

Many teachers of Latin have set their students to putting into Latin headlines and articles from the daily papers. One teacher who has had marked success with work of this type is Dr. Emory E. Cochran, of Fort Hamilton High School, Brooklyn, N. Y. Readers may recall his article, "The Daily Headline," in THE CLASSICAL OUTLOOK for January, 1943 (XX, pages 36-38). Dr. Cochran writes that he sent Governor Dewey, of New York State, a Latin version of the heading, "Governor Dewey Urges Men, Women, and Children to Volunteer for Farm Work in this State," and received a cordial personal letter from the Governor in reply.

"CHARLIE MCCARTHY" GOES INTO LATIN

Dr. Cochran has also had his students write Latin versions of popular radio programs. A translation of an episode on a

However, one program recommended by the United States Office of Education for Victory Corps boys preparing for the air services allows for four years of Latin! (This program, with others, was published in The Washington Post for June 13, 1943.) The difficulty seems to be, not with the plan as a whole, but with specific applications in this school or that. Some administrators seem to be using the Corps as an excuse for getting rid of one or all of the Latin classes. What is your experience with it?

(Editor's Note: New members of the American Classical League and others who have not received copies of the pamphlet which President Ullman mentions may secure them from the American Classical League, Vanderbilt University, Nashville, Tennessee, at the rate of 5¢ a single copy, 10 copies for 40¢, 25 for 75¢, 50 for \$1.25.)



LEAGUE OFFICERS FOR 1943-44

MEMBERS OF THE AMERICAN CLASSICAL LEAGUE are reminded that their officers are their representatives in the determination of policies of the League. All officers will welcome suggestions from members, and will gladly clarify any matter upon which questions may be raised.

The officers of the American Classical League for the year 1943-44 are as follows:—Honorary President, Andrew F. West, Princeton University; President, B. L. Ullman, University of Chicago; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Charles E. Little, of Peabody College for Teachers, Nashville, Tenn., Richard M. Gummere, of Harvard University, and W. L. Carr, of Colby College, Waterville, Maine; Secretary-Treasurer, Clyde Pharr, Vanderbilt University; Director of Service Bureau and Business Manager of THE CLASSICAL OUTLOOK,

Dorothy Park Latta, New York City; Editor of THE CLASSICAL OUTLOOK Lillian B. Lawler, Hunter College; Elective Members of the Council, Mars M. Westington, of Hanover College, Fred S. Dunham, of the University of Michigan, John W. Spaeth, Jr., of Wesleyan University, Walter R. Agard, of the University of Wisconsin, Kevin J. Guinagh, of Eastern Illinois State Teachers College, and Dennis Martin, of Winthrop College; Members of the Executive Committee, the President, the Secretary-Treasurer, and W. L. Carr, of Colby College, C. C. Mierow, of Carleton College, Claire Thursby, of the University High School, Oakland, Cal., and Clyde Murley, of Northwestern University; Members of the Finance Committee, the President, the Secretary-Treasurer, and Edna White, of Dickinson High School, Jersey City, N. J.; Members of the Council *ex officio*, the Editor of THE CLASSICAL OUTLOOK, the Director of the Service Bureau, M. Julia Bentley, of Hughes High School, Cincinnati, Ohio, and Helen Dean, of Lewis and Clark High School, Spokane, Wash. In addition, there are fourteen other members of the League Council, elected by various classical organizations as their representatives. The names of these representatives will be furnished upon request by secretaries of regional classical associations.



A GAY DECEIVER

By FRANCES REUBELT
Tulsa, Oklahoma

His loves were numerous, if Horace we believe,

Always philandering, with vows made to deceive.

But nearer truth it is, makes my rhyme completer,

Our poet wrote his love songs practicing the meter!

And furthermore 'tis said, if we but care to seek,

Each warmest word and line he borrowed from the Greek!

"Charlie McCarthy" program was sent to Edgar Bergen; this, likewise, brought Dr. Cochran a personal reply that thrilled his classes.



HELP THE WAR EFFORT

LAST YEAR the pages of THE CLASSICAL OUTLOOK and the files of the Service Bureau for Classical Teachers abounded in practical suggestions for the correlation of Latin with the war. Teachers have been enthusiastic in expressing their appreciation of such material, and are already asking for more. Will you not send in anything of the sort which you have found to be successful? Contributions for THE CLASSICAL OUTLOOK should be sent to the Editor, Lillian B. Lawler, at Hunter College, 695 Park Ave., New York City, or to the Associate Editor, W. L. Carr, at Colby College, Waterville, Maine; and for the Service Bureau to the Director, Dorothy Park Latta, 31 East Twelfth St., New York City.



FROM THE OTHER SIDE OF THE DESK

By DOROTHY ROBATHAN
Wellesley College

FOR YEARS, along with others of my profession, I have been repeating the axiom that a knowledge of Latin is the soundest basis for acquiring a new language. But in the last few weeks my words have been uttered with a conviction that I could not have felt before I embarked upon the study of Russian. Although I have not yet reached the age at which Cato is said to have begun the study of Greek, it was partly the desire to see whether I was still capable of learning a new language that led me to enter a Russian class composed of members of the faculty from several different departments in the college. From the very first lesson I have been fascinated by the many similarities between this Slavic language and Latin. I had expected to find it much closer to Greek. In fact, some misinformed person had told me that with a knowledge of Greek one could read Russian practically at sight. The fact that only five of the thirty-one letters of the Russian alphabet resemble similar sounds in Greek immediately dispels any such erroneous idea.

With the alphabet once mastered, however, the student with a sound foundation in Latin grammar begins to capitalize on that knowledge. For example, he learns at once that nouns have six cases, as in Latin (including the locative), with the ablative designated as "instrumental." A student of Latin will instinctively use this case without a preposition in the expres-

sion "to write *with a pen*," and with the preposition *c* (Latin *cum*) in the expression "to walk *with his sister*." The difference between the use of the locative and of the accusative in place constructions needs no explanation to the person familiar with Latin syntax. Though he may be surprised to find that the genitive, not the dative, is used with the verb "to be" to denote possession, he will find the construction itself perfectly clear. In the matter of case endings, it seems natural that the accusative of neuter nouns is always the same as the nominative, and, from this starting-point, we see why inanimate masculine nouns in Russian follow the same rule.

When we come to verbs, of which there are only two conjugations, we find that the distinguishing mark of the first conjugation is long *a*; of the second, long *e*. The personal endings of the present tense also resemble the Latin verb endings. Nor does it seem strange to learn that the third person singular present of the irregular verb "to be" is identical with that of another irregular verb, "to eat" (Latin *est*).

I should like to be able to say that a knowledge of Latin insures a short cut to memorizing of the Russian vocabulary. But, although it is undoubtedly true that a knowledge of Indo-European word roots (including Latin) is helpful, most students who begin the study of Russian will feel that the vocabulary has to be learned as nonsense syllables. A few words, such as *dom*, "house", *biblioteka*, "library," are unexpected bonuses.

These examples are culled from the first seven lessons of the beginning book which I am using. Undoubtedly additional pertinent material will come to light as the class proceeds. At the risk of being premature I have been led to share my experiences at this early stage because of the current interest in languages which have hitherto in large measure been neglected in the colleges of this country. Perhaps some of my Latin colleagues will be as surprised as I have been to find that in studying such an apparently "unrelated" language as Russian, a student who has a good knowledge of Latin will have not only the advantage that mastery of an inflected language gives him, but also the opportunity to apply his knowledge of specific points of syntax and grammar in the learning of a modern language which is not easy, but extremely interesting.



An article entitled "The Teaching of Latin," by B. L. Ullman, appeared in the Review of Educational Research for April, 1943, pp. 127-134. Teachers of Latin, directors of placement bureaus, and school administrators have found both the article and the accompanying bibliography very useful.

LATIN AND THE STUDY OF EXOTIC LANGUAGES

By J. ALEXANDER KERNS
Washington Square College of Arts and Science,
New York University

MANY STUDENTS OF LATIN, and even some teachers, suppose that the rather intricate paradigmatic pattern of that language is something peculiar to itself. This is not true: Latin merely preserves, in a higher degree than the Romance languages, and of course in a far higher degree than Modern English, the old pattern of primitive Indo-European, from which stem so many of the historical languages of Europe and the Near East. Of course some of these preserve that pattern in an even higher degree than does Latin: this is certainly true of Greek and Sanskrit, and perhaps partially true of Lithuanian (even in its contemporary form) and Gothic, the oldest Germanic language of which we have specimens.

Anyone who has more or less familiarized himself with the Indo-European pattern to the degree in which it is preserved in Latin has a great initial advantage in undertaking the study of any other Indo-European language, such as, e.g., Russian or any other Slavic language. The cases and their uses, the several agreements, and even something of the type of sentence structure, are already familiar to him, at least in part. Over and above this, there are a great many words the meaning of which is fairly obvious from their physical similarity to their Latin cognates, whereas their English and other Germanic cognates are likely to be so altered by the operation of Grimm's Law as not to be recognized by the tyro: e.g., the relationship of Russian *dva*, "two," to Latin *duo* is more obvious (though not really closer) than its relationship to English *two*, German *zwei*.

But even in the study of a non-Indo-European language with a pattern perhaps wholly different, and of course no etymological relationship whatsoever, a person who has come to grips with the fact of language-patterns in general has a considerable advantage over one who has not. English, of course, has an intricate pattern, though one rather far removed from its Indo-European predecessor; but no native speaker is aware of the pattern of his own language except as he may become a serious student of linguistics, nor is much awareness of the fact of language-patterns in general gained from the study of other languages whose pattern does not differ greatly from that of one's own. But, difficult as may be the acquisition of a first foreign language with a pattern which differs sharply from that of one's own, once the student has become accustomed to making certain distinctions by means

quite incommensurable with those in use for the same purpose in his native speech, and has formed the habit of recognizing some distinctions not made in his own language, and of disregarding others which his own language recognizes, no mere difficulties of language-pattern, however exotic and bizarre they may appear, can be the obstacles to him that they invariably prove to persons who are not aware of the existence of language-patterns. Such bits of form and syntax as those involved in Japanese *Koko ni atta empitsu wa dō narimashita ka* ("Here at was-ing pencil as-regards, how became, huh?") or the cry of the avenging sea-eagle to the truant hoopoe in the *Tale of Bilgis*, Arabic *Waila-ka! takilat-ka 'ummu-ka* ("Woe-to-thee! Hath-lost-she-thee, mother-thy," i.e., "You're as good as done for"), or the lover's protestation of fidelity in a Hungarian folk-song, *Koporsó-m bezárt-á-ig* ("Coffin-my, closing-its-to") may afford the student thus forearmed some temporary bewilderment, but surely no discouragement. For him, exotic grammar will have all the allure of exotic perfume.

SONG OF SCYLLA

By WREATH GATHRIGHT
Clearwater, Florida

(With due apologies to Mr. Gilbert and Mr. Sullivan.)

I am the monster of the sea,
The destroyer of the Greeks' navee,
Whose cruelty the sailor loudly chants—
And so do my hellhounds and their
hellish aunts!
And so do my hellhounds and their
hellish aunts!

When in my cave I hide
My bosom swells with pride,
And I snap my fingers at Charybdis'
taunts—
And so do my hellhounds and their
hellish aunts!
And so do my hellhounds and their
hellish aunts!

And when the breezes blow,
And by me sailors go,
I eat all the morsels that each Greek ship
grants—
And so do my hellhounds and their
hellish aunts!
And so do my hellhounds and their
hellish aunts!

I feed the sailors' dishes
To the hungry little fishes
And their aunts!

HOARDED NOTES ON SQUIRRELS

By EUGENE S. MCCARTNEY
University of Michigan

"Qui e nuce nuculeum esse volt, frangit nucem"
(Plautus, *Curculio*, 1, 3, 55)

FROM A DELIGHTFUL article by Professor B. W. Mitchell, "In the Shadow of His Tail," in *The Classical Weekly* 6 (1913), 202-206, we learn that the manifold activities, traits, and poses of the squirrel have gained for it a large number of picturesque names among the peoples whose lands it has shared. In my opinion, however, not a one is more striking than the Greek *skiouros*, meaning "shadow tail." The Romans of classical times borrowed this word, and their descendants and others showed their fondness for the animal it designates by forming diminutives from it, such as *scurellius*, *scuriolus*, *squirelus*, and *squirolus* (see Du Cange, *Glossarium Mediae et Infimae Latinitatis*). The latest edition of Webster (1935) chooses *scuriolus* as the ancestor presumptive for our word "squirrel." This name, with its sibilant and liquids, seems to me to be especially euphonious.

A liking for the squirrel is obvious in German names for it, two of which are diminutives: *Baumfuchs*, "tree fox;" *Eichelmaus*, "acorn mouse;" *Eichhörnchen*, "little oak knot" (a popular etymology); and *Eichkätzchen*, "little kitten of the oak." Professor Mitchell makes some interesting observations about these names.

Even in formal zoological nomenclature, which is based upon Greek and Latin but which is utilitarian and rather uniformly prosaic, we find the squirrel leading scientists into an occasional flight of fancy. One of them, presumably a man deeply versed in Latin, applied the technical name *Funambulus palmarum*, "rope dancer of the palms," to a common squirrel of India that he must have seen frolicking and doing acrobatics in the trees. Imagination again came into play in the selection of a generic name for ground squirrels or chipmunks. It is *Tamias*, a word that signifies "steward" and has reference to the providence of these animals in storing up food. The writer of the article "Squirrel" in the fourteenth edition of the *Encyclopaedia Britannica* was ingenious but not so successful. He twisted the family name *Sciuridae* into "Squirridae," with results that are more than a little disturbing to the critical reader.

The squirrel gets but scant attention in the classical literature that has survived and, consequently, from modern scholars who write on pets and animals in general in antiquity. Martial (5, 37) reveals in an indirect way that it was a favorite with the Romans, for he says that, as compared with a certain *puella*, the squirrel

is *inamabilis*. Have we fully realized what a compliment he was paying to the lady?

A number of antiquities also attest the popularity of the squirrel in ancient times (see Otto Keller, *Die antike Tierwelt*, pp. 181-182), but since so little is said about this animal in the literature, I shall quote the interesting comments made by Pliny (*Naturalis Historia*, 8, 138):

"Provident tempestatem et sciuri obturatisque qua spiraturus est ventus cavernis ex alia parte aperiunt fores; de cetero ipsis villosior cauda pro tegumento est. Ergo in hiemes aliis provisum pabulum, aliis pro cibo somnus."

The squirrel is very dainty and eats clean food. Pliny (*ibid.*, 11, 245) cites it as an example of the animals that use their feet as hands ("ut manibus utuntur priorum ministerio pedum"). In his journals Thoreau (*Winter*, Riverside Edition, p. 420) uses no qualifying expression when he speaks of a squirrel holding a cone "in his hands."

No extant Greek or Roman author describes the taming of a squirrel. For this reason we find especially engaging a passage in the *Life of St. Columban*, an Irish missionary (543-615 A. D.):

"Et ferusculam quam vulgo homines exquirium vocant saepe de arduis arborum culminibus arcessitum manumque receptum suoque collo impositum sinuque ingredientem ac exeuntem saepe vidisse supradictus vir testabatur."

This quotation is translated by Helen Waddell in her volume called *Beasts and Saints* (London, 1934), and it is illustrated in the frontispiece, which shows four squirrels around the praying monk and another ready to descend from a tree.

I am quoting the Columban story from the *Medieval and Late Latin Selections* (p. 57) of Clark and Game, who do not indicate what manuscript they follow, but the reading in Migne (*Patrologia Latina*, 87, col. 1028) gives *squirius* rather than *exquirius*. It would seem that the popular name *exquirius* was associated with *exquiro*. If it was, the name is apt, for wherever squirrels that live near human beings get any encouragement they are always seeking, begging, "chiseling." Since the *Life of St. Columban* is preserved in over a hundred manuscripts we should expect the difficult word for "squirrel" to be simplified into something easier and more familiar.

In Middle Latin, folk etymology distorted *sciurulus* into *spiriolus* (see *Carmina Burana*, p. 174), a name which shows that some people regarded the tail as being spiral or coiled.

A passage that is interesting primarily for a superstition about squirrels in folk medicine occurs in the *Physica* of the German abbess Hildegard (1098-1179):

"*Eychorn calidus est, et de nature bestiarum et volucrum in se habet, et de*

volucris ventosus est, et pellis ejus ad vestes hominis bona est. Et si in juncturis membrorum hominis horribilis gicht jacet, ita quod membra hominis contrahi et dissolvi videntur, eichorn accipiat, et capite et visceribus abjectis, et pelle abstracta, reliquum corpus ad ignem asset, et cum ad ignem assetur, cum arvina ursi superius modice ungatur ut *smalcz* ab eo fluat, et sagimen ab eo fluat, et sagimen illud accipiat postquam assaverit, in pannum ponat, et omnem succum et omne sagimen quod in eo est per pannum illum extorqueat, et de praedicto sagimine addat, et membra sua in quibus de gicht dolet cum eo saepe perungat, et curabitur." (Migne, *Patrologia Latina*, 197, col. 1332.)

The learned abess here says that the fur of squirrels was useful for clothes. The subject of the wearing of furs by the Greeks and the Romans is a somewhat difficult one to investigate, so that it seems worth while to quote in this connection a few sentences from an article by Stanley P. Young, "Little Known Facts about Fur," in *American Forests*, 49 (April, 1943), 166:

"The early Greeks and Romans apparently had no desire for fur. This was probably due to the fact that the barbarian tribes occupying the northern fringes of their empires invariably were dressed in fur at the time of their various invasions. Held in contempt as these invaders were, it is only natural that the Greeks and Romans should abhor, likewise, the furs they wore. Then, too, the moderate temperature of the Mediterranean areas called for more comfortable apparel, mainly cloth weaves. Only in the mountains of the ancient empires did the inhabitants trade in furs and skins.

"After the Christian era, however, the picture changed. There was traffic in furs throughout most of the Christian world. Even the Romans, by the sixth century, were dealing in furs and skins. This was due to the conquering barbarians from the north, who brought their fur customs with them. What furs were in demand, or most popular, is difficult to determine, although in a study of heraldry one is enabled to guess that they were made up of sable, ermine and several species of squirrels, the latter taken in Hungary and the southern provinces of Russia."

The longer passage quoted from Pliny informs us that the tail of the squirrel is *pro tegumento*, and Oppian (*Cynegetica*, 2, 586-587) says that the squirrel raises it to provide a shelter (*skepas*) during the summer's heat. When it is arched over the body and head, it actually does afford some protection from rain, hail, and snow, as I have had numerous occasions to observe. In the nest it becomes a blanket. While the squirrel is running and leaping in trees it acts as a rudder

or an equilibrator. Still another use for this versatile member appears in a captivating story narrated at second hand by William Salmon, *The Compleat English Physician: or, The Druggist's Shop Opened* (London, 1693), p. 431:

"The wisdom of this Creature is seen in passing of Rivers or Waters; for when hunger or Sense of Food moves it, it seeks out some small rind or bark of a Tree, which drawing upon the Water, it goes into it, and holding up its Tail as a Sail, goes with the Wind to the other side: This very thing is affirmed by *Olaus Magnus* in his Description of *Scandinavia*; where by reason there are many Rivers, they are easily observed, because of their necessity of continual passing over."

Squirrels helped to create a mystery that baffled the ancients. In Homilia V of his *Hexameron*, Section 2 (Migne, *Patrologia Graeca*, 29, cols. 96-97), St. Basil calls attention to the fact that all species of vegetation constantly reproduce their own species, but in Section 7 (col. 109) he says that some persons have observed that, when pine trees are cut down or burnt, they turn into oak forests, that the oaks that follow pine trees originate by spontaneous generation. Since young pines thrive best in shaded areas, and in fact require some shade, the acorns carried to bare places by squirrels (and other animals) and not recovered by them naturally had an excellent chance to develop into the replacement forest. I have given further details on the squirrel as an unwitting forester in a note called "Forest Succession and Folklore," in *The Classical Weekly*, 25 (1931), 47-48. It includes some important quotations from Thoreau.

Oppian (*loc. cit.*) disparages the squirrel as game, for he calls it *outidanos*, a word that Homer applies to a worthless fellow. Doubtless Oppian was familiar only with the small European species (*Sciurus vulgaris*). In the United States the squirrel is one of the first animals on which the small boy tries his marksmanship. The hero of Sir James Barrie's *Sentimental Tommy*, after losing an essay contest because he took too long to probe the depths of his mind for an elusive term, concluded that getting the right word was "as difficult as to hit a squirrel." According to a Michigan archery enthusiast, "A squirrel among the topmost branches of a towering hickory offers about as sporting a target as an archer could wish for."

Like Tommy of Barrie's story, American frontiersmen seem to have considered hitting a squirrel a good test of skill, for the amazingly accurate long-barreled gun that they carried came to be known as "the squirrel rifle." At present the squirrel is one of the most popular small-game

animals in the United States. If we may trust newspaper items, the Missouri Conservation Commission estimates that hunters killed 4,000,000 gray and fox squirrels in Missouri in 1942.

As already noted, the ancients regarded the squirrel as a prudent animal. According to them, it foresaw storms (*provident tempestatem*) and, of course, they observed it storing up food for the winter (*in hiemes . . . provisum pabulum*). Its reputation as a weather seer makes especially appropriate the modern use of a figure of it on weather vanes. In our own lore there is going to be a severe winter if squirrels lay up a large supply of nuts.

Just as the owl symbolizes wisdom (as the bird of Athena and in popular lore today), so the squirrel, which Prometheus, "Forethought," forgot to make sacred to himself, has come to betoken foresight and preparedness in many things that concern man. In the late summer and early autumn pictures of it appear in advertisements warning us that winter is coming. With it as a reminder we are urged to purchase at once blankets, all-wool clothes, coal, storm doors and windows; to examine plumbing, batteries, automobile oil; to take out life insurance, start a savings account, buy defense bonds; and to anticipate countless other future needs and comforts. During the war-torn years we must be "extra careful of clothes," and hence last spring a squirrel was shown leading a fur-clad woman to the vaults of a storage company. In the advertising of a real-estate firm an owl and a squirrel sitting on a branch issue a joint manifesto declaring that "Wisdom Is In Preparedness."

* * *

(Editor's Note: The author, who makes a hobby of squirrels and "squirreliana," writes as follows:

"One of my squirrels has spent considerable time on my dictionary table, snooking around it inquisitively and on rainy days leaving tracks on open pages. Since it has a high I. Q., I think it has been trying to find nuts in the dictionary.

"A squirrel's tail is more manageable and serviceable and beautiful because it has some organic connection with the body. To an editor who daily sees squirrels on the window sill of his office their tails serve as a constant reminder that participles would profit equally through having some connection with the rest of the sentence in which they stand.")

☛ ☛ ☛

THE GOLDEN RULE

MATTHEW VII. 12

Omnia ergo quaecumque vultis ut faciant vobis homines, et vos facite illis. Haec est enim lex et prophetae.

TOWARD THE LIGHT

By KEITH THOMAS
McAllen, Texas

(NOTE: Mr. Thomas has experimented extensively in imitating ancient Greek logaoedic meters in English verse. Here he makes use of the choriambic foot.)

Plunged as a moth, fragile and fleet,
Hurries the brief autumn in flight,
Seeking the pale flame of the day,
Amber between shadows of night:
Out of the dense chrysalis formed
Greenly on boughs mystery springs,
Veins in the leaves broken apart,
Letting escape splendor of wings.
We in our short seasons may race,
Running against annual change,
Yet in a depth plumbed by no mind,
Mystery has wings to arrange.

AMERICAN CLASSICAL
LEAGUE

REPORTS OF OFFICERS

REPORT OF THE PRESIDENT

THE ACTIVITIES RESULTING from the publication of the pamphlet of the Educational Policies Commission, and especially the preparation of our own pamphlet in answer to the Commission's attack on Latin in the schools, have taken a very large amount of my time since last January.

Last year we had the problem and the expense of moving the League's headquarters. We solved the problem and met the expense. There was also the problem of a Director of the Service Bureau — a problem caused by our removal from New York. Miss Latta agreed to act as Director *in absentia* without salary. This arrangement has worked far better than could have been expected, thanks to Miss Latta's devotion.

This year's problem is a considerable decline in the annual membership. It goes without saying that every effort will be made to recoup this loss, at least in part. There is no cause for despair.

As the war continues, new problems will no doubt arise. These we shall meet to the best of our ability and with full confidence of success.

THE CLASSICAL OUTLOOK has continued its high standard and will continue to receive the full support of the League as its most important activity.

One gratifying development during the year has been the growth of cooperation with some of the regional organizations. The Classical Association of New England, the Classical Association of the Atlantic States, and the Classical Association of the Middle West and South have all shown a marked desire to work with the League for our common interests. I hope

that this fruitful collaboration will continue.

—B. L. Ullman, President

REPORT OF THE SECRETARY FOR THE YEAR
MAY 1, 1942 — MAY 1, 1943

Comparative Membership Table

	May 1	
	1943	1942
Annual	3135	3673
Life	125	125
Supporting	15	16
Patrons	2	1
Totals	3277	3815

League membership during 1941-42 declined 14%—a loss which was due in the main to the effects of the war effort on the teaching ranks and the resultant difficulty in making contact with the many new teachers. It is hoped that the year ahead will produce a more stable condition in the nation's school personnel and that we will be able to increase our membership.

Membership in the Junior Classical League decreased from 10,216 to 9,582. Two-thirds of this comparatively slight decrease, however, was caused by graduation of old members. Enrollment of new members was only 209 less than the previous year.

The combination membership and subscription plan which is now in operation with all the regional associations continued to attract a great many teachers.

REPORT OF THE TREASURER FOR THE YEAR
MAY 1, 1942 — MAY 1, 1943

Current Funds

Receipts

Balance May 1, 1942	\$ 628.61
Membership Fees	3,027.69
Junior Classical League (net)	1,272.36
Sale of Service Bureau Materials (net)	4,198.23
Advertising	350.01
Miscellaneous	116.45
Profit on Sale of Treasury Bonds	203.29
Transferred from Savings Accounts	816.62
Total	\$10,613.26

Disbursements

Clerical Help	\$3,467.36
The Classical Outlook	1,582.48
Postage	926.60
Printing and Stationery	496.03
All other items	419.91
Balance, May 1, 1943	3,720.88

Total

\$10,613.26

Balance in endowment funds \$ 2,960.00

Clyde Pharr, Secretary-Treasurer

REPORT OF THE DIRECTOR OF THE
SERVICE BUREAU AND BUSINESS MAN-
AGER OF THE CLASSICAL OUTLOOK

In spite of war conditions the Service Bureau reports a very successful year. The sale of helpful classroom materials to teachers has increased. This increase is due in part to pertinent helps for the teaching of Latin in war time. Again many inquiries from teachers for information and help not included in printed and mimeographed items have been answered.

The Junior Classical League, a national organization for high school pupils sponsored by the American Classical League, had at the end of the year, June 30, slightly more than 10,000 members. Also, in addition to the 458 chapters already in existence, 115 new chapters were added. State organizations of the Junior Classical League continued, but because of transportation difficulties county meetings or meetings of executive committees only were held. The problem of a substitution of metal for the pin which is made of a high priority metal is being met this coming year.

The Business Manager is glad to report that the shipping of THE CLASSICAL OUTLOOK from New York to Nashville and thence to the members has not been unduly delayed because of wartime conditions. More advertising was again contracted for than budgeted.

—Dorothy Park Latta
Director and Business Manager

REPORT OF THE EDITOR OF
THE CLASSICAL OUTLOOK

THE CLASSICAL OUTLOOK has completed its seventh year with no mishaps. The seventh volume contained, as usual, 84 pages over all; five of these were devoted to advertising. Contributors numbered 74, and represented 27 states. They included an expert on radio and one on photography, a minister, a professional educator, an American poet, an ensign in the Naval Reserve, a physician, and a broker, as well as teachers and friends of the classics.

Of necessity, great emphasis during the year was placed upon the correlation of Latin and Greek with the war situation; and through the pages of THE CLASSICAL OUTLOOK President Ullman inaugurated a campaign to fight attacks upon the classics in wartime curricula. These activities have met with hearty approval on the part of members of the League; and several other classical organizations have adopted resolutions indicating support of Dr. Ullman's position.

During the year it was the sad task of THE CLASSICAL OUTLOOK to record the death of Miss Frances E. Sabin, for thirteen years Editor of LATIN NOTES, predecessor to the OUTLOOK. The debt of all teachers of the classics to Miss Sabin is of inestimable proportions, and her

name will not soon be forgotten.

The future of THE CLASSICAL OUTLOOK, as of all purely humanistic publications, necessarily remains dependent upon the progress of the war. It is the hope of the Editor that it may continue unimpaired.

—Lillian B. Lawler, *Editor*

BOOK NOTES

Note—Books reviewed here are not sold by the American Classical League. Persons interested in them should communicate directly with the publishers. Only books already published, and only books which have been sent in specifically for review are mentioned in this department.

An Economic History of Athens under Roman Domination. By John Day. New York: Columbia University Press. 1942. Pp. xi+300. \$3.50.

This book, the result of a long and conscientious and scholarly study of literally hundreds of sources, both ancient and modern, brings to the reader a detailed account of the economic life of the Athenians from about 200 B. C. to about 300 A.D. An introductory chapter ("Athens before the Romans") carries the account, though in less detail, back to the beginning of the third century, and the seventh and final chapter ("Aftermath: Fourth and Fifth Centuries") brings the story down to A. D. 529, when the Emperor Justinian closed the Athenian schools of philosophy and thus cut off the last remaining important source of income for Athens as a university town. Chapters II-VI, which constitute the body of the book, have the following titles: "Second Century to the Acquisition of Delos: 200-166 B. C.;" "From the Acquisition of Delos to the Sack of Athens: 166-86 B. C.;" "From Sulla to the Death of Augustus: 86 B. C. - 14 A. D.;" "Athens under the Emperors: 14-200 A. D.;" and "Third Century A. D."

There is a nine-page Appendix giving the evidence on the population of Athens at various periods, a six-page Bibliography, and a fourteen-page Index. The text is very fully documented; there is a total of 1599 footnotes, short and long.

Dr. Day's book is the first history of Athens to deal primarily with economics, and will be welcomed by students of ancient history as well as by students of economics. The author tells us in the preface that his original plan was to cover the economic history of all Greece, but that, as the work progressed, it seemed best to limit the scope to Athens and the five-hundred-year period already indicated.

—W. L. C.

Greek Literary Papyri. I. Poetry. Texts, Translations, and Notes by D. L. Page.

Loeb Classical Library. Cambridge, Mass.: Harvard University Press; London, Wm. Heinemann, Ltd., 1942. Pp. xix+618. \$2.50.

The short-sightedness of some Americans who are crying out for a "suspension" of the liberal arts during wartime is, by contrast, spotlighted rather vividly by this little volume. "The whole of the first edition," we learn from page ix of the Introduction, "was destroyed by enemy action, and the translator has revised this imprint." If Mr. Page and his publishers, in the midst of enemy fire, considered it a matter of urgency that a lost edition of Greek literary papyri be replaced at once, the moral for an unbombed American continent seems fairly evident.

Scholars will rejoice greatly over this orderly and essentially usable compilation of papyrological material. The editor has been painstaking and cautious to an unusual degree, and as a result has included not only bibliographical data, but also much of his own mental struggling over problems of text and interpretation. The contents include material from the whole period of Greek literature, in the genres of tragedy, Old, Middle, and New Comedy, mime, lyric poems, elegiac and iambic verse, and hexameters. Even a quick survey of the volume has yielded the present reviewer a rich store of new material in her own field of interest; and it is highly probable that other students of things Greek will have the same happy experience.

It is amusing to note that the paper jackets of the Loeb books are still lavishly embellished with swastikas!

—L. B. L.

English Bards and Grecian Marbles: The Relationship Between Sculpture and Poetry, Especially in the Romantic Period. By Stephen A. Larrabee. New York: Columbia University Press, 1943. Pp. ix+312. \$3.50

This somewhat unusual book will interest every lover of ancient art who is also a lover of English literature. Although it smacks a little of the doctoral dissertation in organization and in its abundance of detail, the book yet achieves far greater breadth, and is infinitely more readable, than most dissertations. The author has portrayed the reactions of the Romantic poets, from the Renaissance to the early nineteenth century, to Greek statues and reliefs. He shows how these reactions change from time to time, and how interest moves from description of the art objects themselves, and the poets' sensations upon observing them, to a preoccupation with the spiritual significance of the statues. Chapter headings are: "Poets and Sculpture;" "The early Poets;" "The Seventeenth Century;"

"The Eighteenth Century;" "Blake;" "Wordsworth and Coleridge;" "Byron;" "Shelley;" "Keats;" "Landor and Hunt;" "The Lesser Poets;" and "Conclusion." There is a list of critical terms, a bibliography, an index, and four full-page illustrations. Good paper, type, and binding add to the general merit of the book. The author was called to military service before final revision of the manuscript was completed, but the ready cooperation of friends and relatives prevented a delay in publication.

—L. B. L.



IS YOUR QUESTIONNAIRE IN?

The Committee on Correlation of High School and College Latin (sponsored by the Classical Association of the Middle West and South) has sent out questionnaires on correlation, addressed to the "Professor of Latin" in each college or university on the accredited list of the regional accrediting association. The Committee is taking this opportunity of asking those who have not returned their questionnaires to do so at once. If anyone in charge of the Latin in any of the institutions in the above category has not received a questionnaire, or has misplaced the one he received, the chairman of the Committee will be pleased to send one on request. The Committee hopes to be able to make a comprehensive report on the basis of these questionnaires.

Jonah W. D. Skiles
Chairman, Committee on Correlation,
Westminster College, Fulton, Missouri

Notes And Notices

Officers of the Classical Association of the Middle West and South for 1943-44 are: President, Clyde Pharr, of Vanderbilt University; First Vice-President, Irene Crabb, of the Township High School, Evanston, Ill.; Secretary-Treasurer, Norman J. DeWitt, of Washington University, St. Louis, Mo.; Editor of The Classical Journal, Eugene Tavenner, of Washington University; Representatives to the Council of the American Classical League, Clyde Murley, of Northwestern University, L. R. Dean, of Denison University, and Norman J. DeWitt.

Officers of the Classical Association of the Atlantic States for 1943-44 are: President, John F. Gummere, of the William Penn Charter School, Philadelphia, Pa.; Vice-Presidents, Donald B. Durham, of Hamilton College, and Juanita Downes, of Cheltenham High School, Elkins Park, Pa.; Secretary-Treasurer and Representative to the Council of the

American Classical League, Franklin B. Krauss, of Pennsylvania State College; Editor of *The Classical Weekly*, James Stinchcomb, of the University of Pittsburgh.

Officers of the Classical Association of New England for 1943-1944 are: President, Rev. Joseph R. N. Maxwell, S. J., Holy Cross College; Vice-President, Stella M. Brooks, Spaulding High School, Barre, Vermont; Secretary-Treasurer, John W. Spaeth, Jr., Wesleyan University; Representative to the Council of the American Classical League, George A. Land, Newton High School, Newtonville, Mass.

Officers of the Classical Association of the Pacific States for 1943-44 are: President, Carol Sandifur Wickert, University High School, Oakland, Cal.; Secretary-Treasurer, Fred L. Farley, College of the Pacific, Stockton, Cal.

The American Academy in Rome has announced that it has awarded three scholarships in classical studies, with stipends totaling \$2000, as a result of the annual competition. These scholarships are granted for advanced study and research at an American University during the year 1943-44, in lieu of the fellowships annually awarded before the war for study and travel abroad. The winning candidates are: Betty Nye Hedberg, of Bryn Mawr College; Hazel Palmer, of Radcliffe College and Johns Hopkins University; Laura Bennett Voelkel, of Vassar College and Johns Hopkins University. In addition, the Academy has again, as last year, awarded to members of the senior classes of its supporting institutions five scholarships, with total stipends of \$1500, for a year of graduate study in classical studies at an American university. Winners of these scholarships are: Mary-Barbara Kauffman, of Bryn Mawr College; Anne Ruth King, of Hunter College; Jeanette Ruth Mueller, of Rosary College; Ellen McQuilkin Oldham, of Vassar College; and Jethro Robinson, of Columbia University. When European conditions again become normal, it is expected that the regular Rome fellowships will be resumed.

Wellesley College presented the *Agamemnon* of Aeschylus in Greek, with original music and with masks, on the afternoon of May 22, 1943. The entire receipts were given to the Greek War Relief Association. The performance was under the supervision of the Department of Greek.

Students of the department of Greek at Randolph-Macon Woman's College presented the *Electra* of Sophocles in Greek on May 15, 1943. It was the twentieth performance of a Greek play at the college, and the third performance of the *Electra*. The plays are given in the Greek theater on the campus.

The *Antigone* of Sophocles was pre-

sented in the English version of Gilbert Murray at Cedar Crest College, Allentown, Pa., on May 27 and 28, 1943. It was the nineteenth performance of a Greek drama at the college. The director of the play was Alice Parker Tallmadge, head of the department of classics. (See photograph on page 1 of this issue).

Although war conditions have necessarily slowed the work of scholars collaborating upon the *Prosopographia Christiana*, or biographical dictionary of Christians mentioned in ancient literature, nevertheless the work continues, and several authors have already been excerpted and their material placed on file. The editor, Rev. Joseph M. F. Marique, S.J., and his numerous collaborators the country over have earned the gratitude of research scholars already, and will undoubtedly make a major contribution to the field of classical scholarship.

The Metropolitan Museum of Art, in New York City, together with the Greek War Relief Association, is planning an exhibition of photographs of Greece to be held in one of the galleries of the Museum during November, 1943. The purpose of the exhibition is to keep Greece before the public during the Greek War Relief Committee's appeal for funds. Persons who have fine photographs of Greece to submit for consideration should write to the Metropolitan Museum, 82nd St. and Fifth Ave., New York City, for entry blanks. Photographs must be at least 10 inches by 12 inches, and must be mounted. They should be mailed at the sender's expense, early enough to reach the Museum by October 1, 1943. A joint jury from the Museum and the Greek War Relief Association will select a hundred and fifty photographs from those received. Entries will be returned after the expiration of the exhibition.

Inspired by President Ullman's article, "To Arms, Latin Teachers!" in *THE CLASSICAL OUTLOOK* for March, 1943 (XX, page 53), Miss Essie Hill, of the High School at Little Rock, Arkansas, writes that she has been campaigning against the forces opposing the humanities in our schools for some time. On Feb. 5, 1943, *The Arkansas Gazette* published an article by Miss Hill, refuting the recommendations of the Educational Policies Commission of the National Education Association. Such articles in local papers often have considerable force, and produce desirable results in the community.

Friends of the classics will enjoy "Bring Back the Liberal Arts," by E. K. Rand, in *The Atlantic Monthly* for June, 1943, pages 79-85.

Hans Elias, in "The Education of the Post-War Generation," (*School Review*, Vol. 50, Sept., 1942, pp. 504-511) paints a gloomy picture of the depression and turmoil which he thinks will follow this war; nevertheless he believes that the

period will be one of "universal non-vocational education," and that foreign languages and "particularly Latin" will be stressed "to train children to think analytically." He emphasizes Latin as "the chief vehicle in which our own cultural progress rode."

In Professor A. M. Withers, a teacher of Spanish in Concord State Teachers College, Athens, West Virginia, the classics have a formidable champion. In his numerous published articles he reiterates the value of Latin in American education, particularly for students of modern foreign languages. Classicists would enjoy the following articles published recently by Professor Withers: "The Latin Road Is Best," *The South Atlantic Quarterly* for January, 1943, pp. 54-58; "Fortune's High-School Survey," *School and Society* for March 13, 1943, pp. 302-303; "Much Ado About Language Nothings," *School and Society* for March 27, 1943, pp. 357-358; "An Open Letter to a Professor of Speech," *Modern Language Journal* for April, 1943, pp. 274-276; "Undernourishment in English," *Journal of Higher Education* for April, 1943, pp. 199-202; "Latin Versus the English Dictionary," *School and Society* for May 8, 1943, pp. 541-542.



FACTS ABOUT THE AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

By FLOY BEATTY
Service Bureau Staff, Vanderbilt University,
Nashville, Tenn.

THE SERVICE BUREAU was founded by Frances Ellis Sabin in 1924, as a clearing house for information for teachers of Latin and Greek. It is a non-profit-making enterprise, but it is also self-supporting. Its materials are priced as near cost as possible and for that reason a large volume of sales is necessary to meet operating costs. The money received from the sale of materials is used to print new items and pay the salaries of two staff members. The present Director of the Service Bureau, like the Editor of *THE CLASSICAL OUTLOOK* and all other officers of the American Classical League, receives no compensation.

The Service Bureau has accumulated through the years a large store of valuable material. Topical lists of this material will be sent anyone on request. Teachers should indicate what years of Latin they are teaching, or in what particular subject they are interested, when writing for these lists.

New materials of interest to teachers, such as classroom devices, programs, plays, etc., are always welcome. When such material is published by the Bureau proper

credit is given the author, but no payment can be made. All possible care is taken of manuscripts, but in the event of loss the Bureau cannot assume responsibility.

Questions not answered in the printed and mimeographed material of the Service Bureau will, so far as resources permit, be answered by mail. In this service, members of the League will receive first consideration. Persons requesting such information should enclose with their letter a stamped, self-addressed envelope.

Since the Service Bureau is self-supporting, teachers can help by:

(1) Sending advance payment in the form of stamps, money order, or check (including 5¢ bank service charge in the latter) when ordering material. Members of the League may charge material for thirty days but should make payment within that time so that the expense of a billing will be avoided. All materials are sent postpaid.

(2) Allowing at least a week for delivery of material. In war time, parcel post mail service is slow and irregular. When it is necessary to make inquiry about an order, much time will be saved if the order is repeated.

(3) Ordering material by number instead of by title, and specifying whether Mimeographs, Supplements, or Bulletins are wanted. When pictures are being ordered, both the set number and the picture number should be given.

(4) Ordering carefully, because the material is not returnable. When material is returned the two trips through the mail spoil it for resale. Because of its low prices, the Service Bureau cannot afford the loss of material through returns.



N.B. Do not send cash through the mails. If you send cash and it is lost, we cannot fill your order until the lost cash is replaced. Please send stamps, money orders, or check (with a 5¢ bank service charge added) made out to the American Classical League. In these times all of us are being asked to pay cash for our purchases. If you must defer payment, please pay within 30 days. Please order carefully by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is too damaged for resale, and the Service Bureau, a non-profit making organization, cannot afford this loss. In complying with these requests you will help the League and its Service Bureau immeasurably. Please note the new address of the Service Bureau is Vanderbilt University, Nashville 4, Tenn.

The Service Bureau has the following new and previously published material for sale.

THE 1944 LATIN CALENDAR

The 1944 wall calendar is 16 x 22 inches in size, printed on ivory paper with a spiral binding. As in our previous calendars, both the ancient and modern systems of numbering are used.

Borders and Latin quotations are printed in color. The large, clear illustrations add to its interest.

Because of paper restrictions there are fewer calendars than last year. It is advisable, therefore, that you place your order as early as possible. Price, \$1.00.

A limited number of the 1943 calendar is still available. The regular price of this is \$1.00 but anyone ordering it together with the 1944 calendar (\$1.00) may secure it for 45¢ while our supply lasts.

PATRIOTIC MATERIAL IN MIMEOGRAPHED FORM

The following mimeographs were announced last year but are still valuable for suggestions for classroom work and programs if the topical material is brought up to date.

- A. The War and the Curriculum. An interesting and helpful outline of material for classroom work on the possibilities of the study of Latin in the light of the war emergency. By a committee of New York City teachers. Price, 15¢.
- B. Radio or Assembly Programs.
 1. March of the Caesars. Caesar's campaigns compared with those of Hitler in "The March of Time" style. 15¢
 2. A Radio Program. The derivation of significant words now in use, an appropriate selection from Vergil, the ancient basis of wedding customs, and Latin songs. 10¢
 3. Death of a Democracy. A play based on the conspiracy of Catiline with its lesson for our times. 15¢
 4. A Radio Program. An excellent comparison of President Roosevelt's oratory today with Cicero's Philippics against tyranny. 10¢
 5. Patriotism in the Roman Republic. To the tales of Roman citizens and heroes are added Latin songs and a short history of the Roman Republic to which we owe so much. 15¢
 6. A Radio Program. In addition to the derivation of words in the news are Latin songs and an amusing skit based on the story of Dido and Aeneas. 10¢
 7. Blackout in Hades. A humorous play which gives an account of the war between the Axis leaders and Pluto for control of the underworld. 15¢

New Mimeographs

8. The Furies and the Fuehrer. A sequel to No. 7 in which the judge of the underworld presides at the trial of the Axis leaders. 15¢
593. Practical Notes on the Production of Radio Programs. Useful sug-

- gestions on scripts, studio etiquette and signals, and a bibliography on broadcasting by a teacher with wide experience in this field. 10¢
594. Caesar for Military Training in Strategy. Also suggestions for teaching Cicero and Vergil in wartime. 10¢
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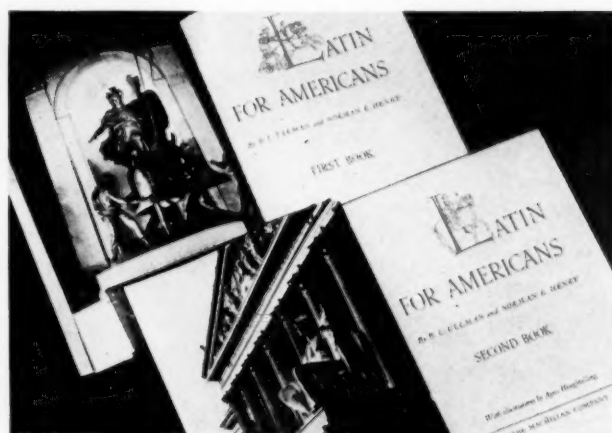
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